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ABSTRACT

An important part of any school's self-evaluation is student input or feedback. This inventory was developed in order to accomplish two goals: assessing student attitudes toward many facets of the school, and providing an opportunity for students to make recommendations for improvement. Thirty-four multiple choice items collect information on students' attitudes toward teachers, counselors, the administration, other students, the curriculum and instruction, participation, and school image. Five open-ended items solicit students' recommendations for improvement. This manual includes a description of the development of this inventory; instructions for its administration, scoring, and interpretation; and reliability and validity data. The entire inventory is appended. (BW)

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INSTRUCTIONS FOR USE

Student Opinion Inventory

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NATIONAL STUDY OF SCHOOL EVALUATION

2201 Wilson Boulevard, Arlington, Virginia 22201

TM006 996

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INTRODUCTION

Quality education does not just happen! Careful, cooperative, comprehensive evaluation is required to provide the foundation for informed decision-making, educational improvement, and insightful change.

School evaluation is an endeavor by the local school staff to take a comprehensive look at the school's program, operation, and results. The school determines how closely its purposes and philosophy coincide with its actual practices, as well as the degree to which its stated objectives are being reached.

For more than thirty years the National Study of School Evaluation has been providing materials for evaluating schools. The materials now available include: the fourth edition of the *Evaluative Criteria* for secondary schools, the *Elementary School Evaluative Criteria*, the *Junior High School/Middle School Evaluative Criteria*, and *Evaluation Guidelines for Multicultural/Multiracial Education*.

An important part of any school's evaluation of itself is the student input or feedback from students it receives. A review of "student attitude toward school" instruments indicated that no existing instrument met the needs of NSSE for evaluation purposes; that a new instrument was needed in order to accomplish two goals:

1. To assess student attitudes toward many facets of the school.
2. To provide student recommendations for improvement.

DEVELOPMENT

The National Study of School Evaluation designed the *Student Opinion Inventory* to accomplish these two goals. The morale of students and their attitudes toward various aspects of the school and its program are of immense value to the school administrator and staff. The instrument was designed to be used either by itself to assess students' attitudes and morale or as a part of a complete school evaluation program. The *Student Opinion Inventory* may be used to collect information on 34 individual items *plus* selected open-end questions; or the 34 items can be grouped according to subscales and an index for each subscale obtained. Subscales are groupings containing like items statistically selected. The items were field-tested nationwide and the reliability and validity of subscales was determined. Items covered by the instrument include students' attitudes toward faculty, administration, counselors, curriculum and instruction, co-curricular activities, and facilities.

The inclusion of open-end questions, Part B, as a part of the *Student Opinion Inventory*, is compatible with NSSE materials that provide specific recommendations to schools for improvement. It should be noted that the open-end questions are separated from the 34 multiple choice items which comprise Part A of the Questionnaire. Individual schools may add, delete, or change open-end questions so that information from these questions may provide the maximum relevant information for that particular school. No changes, however, can be made in the 34 items of Part A, since changes would affect reliability and validity.

ADMINISTERING THE INSTRUMENT

The administrator of the *Student Opinion Inventory* must grasp several important points. He must understand that his every word and action can have an important impact on the students. He must see that it is important for him to understand the Questionnaire thoroughly and have a positive attitude toward it. If he indicates to the students the importance of what they are doing, and why he thinks so, they will probably have a healthy, positive attitude toward the task. The students cannot be forced to give honest answers, or to complete the entire Questionnaire, but will probably do so if they are provided with a positive orientation to the task.

The explanation given to the students at the beginning of the Questionnaire should help the administrator secure the full cooperation that is needed, and should be read aloud to the students before they begin. If changes should be made to make the explanation more applicable to your school, by all means make them. You may want to add a few words, or have another person say something to the students in order to get their fullest cooperation.

The following materials are needed for every individual who is to respond to the *Student Opinion Inventory:*

1. One *Student Opinion Inventory*
2. Two #2 pencils
3. Optional: One answer sheet (hand-scored or machine-scored Optical Scan sheet). NOTE: A school may choose to use answer sheets. Optical Scan sheets are recommended. They may be purchased from Optical Scanning Corporation, P. O. Box 40, Newton, PA 18940.

The *Student Opinion Inventory* may either be administered to every student in a school or to a suggested minimum of 60 students (more if you wish) selected by the following process:

1. From a roster of the students determine the total number.
2. Divide the total number of students by the number of Questionnaires being given. Round the result to the nearest whole number. Call this number N (If there are 689 students in the high school, and 60 are being given the Inventory, N = 11).
3. Starting from the beginning of the roster of students, identify every Nth student. Stop when you come to the end of the list or when you have selected the desired number of students, whichever comes first.

(If N = 11, the 11th, 22nd, 33rd, etc. students would be chosen.) To insure the representativeness of the students, it is important that the *Student Opinion Inventory* be administered to every student selected by this process. If a selected student is absent on the day of administration, the student should be given the Questionnaire upon his return to school.

To insure accuracy of the results of the *Student Opinion Inventory*, the examiner who administers this instrument should follow these directions:

1. Before the administration of the *Student Opinion Inventory* announce to the students that they should bring two #2 pencils for the administration of the *Student Opinion Inventory*.
2. After the students have gathered for the administration of the *Student Opinion Inventory* these procedures should be followed.
   A. Distribute the answer sheets if they are to be used (or have them already placed inside the *Student Opinion Inventory*).
   B. Distribute the *Student Opinion Inventory*.
   C. When the *Student Opinion Inventory* has been distributed, the students should be asked to read the directions silently while the examiner reads them aloud. After reading the directions the examiner may ask if there are any questions. Answers to questions should be consistent with the printed directions. It may be explained that some of the choices may be difficult to make, but that they should be made as well as they can be made in light of the student's *own* feelings.
   D. The *Student Opinion Inventory* is not timed; however, most students should finish Part A within 25 minutes and Part B within 20 minutes.
   E. Before collecting the *Student Opinion Inventory* and answer sheets, the examiner should ask the students to check their answer sheets to make sure that they have tried to respond to every item.
   F. Have students remain at their desks until all have completed the Questionnaire.
   G. Collect the answer sheets (if they are used) and the *Student Opinion Inventory* separately.

SCORING AND INTERPRETING

The *Student Opinion Inventory* may either be hand-scored or machine-scored (if Optical Scan sheets are used). The hand-scoring method will be described first, followed by the machine-scoring method. After the decision to hand-score or machine-score is made, the school must decide which of the interpretations are to be made for the items:

1. The *Student Opinion Inventory* can be scored for interpretation of single items.
2. The *Student Opinion Inventory* can be scored for interpretation of subscales (homogeneous group of items).

The interpretation of single items might be more helpful to an individual school for diagnostic purposes; however, the interpretation of a score based on a subscale (homogeneous group of items) is generally more reliable than one based on a single item.

If the first method of interpretation is chosen, there are two steps for getting the item mean score:

A. Tally the number of responses (frequency) for every category on a single item.
B. Compute the item mean scored by multiplying the frequency for each category times the category value, adding these products and dividing by the total number of responses. The category values are:

   A = 5
   B = 4
   C = 3
   D = 2
   E = 1

The item mean score can be interpreted on the following scale:

   5 = Very favorable
   4 = Favorable
   3 = Neutral
   2 = Unfavorable
   1 = Very unfavorable

To have the responses machine-scored for interpretation of single items one must specify that a mean is desired for every item and that the category values are as above (A = 5, etc.).

Example: Item 21

Frequency	*Category*	*Frequency* ×	*Category*	= *Value*
5	A	5 ×	5	= 25
10	B	10 ×	4	= 40
19	C	19 ×	3	= 57
21	D	21 ×	2	= 42
5	E	5 ×	1	= 5
60		60		Sum = 169 with 60 responses

Item mean score = $\frac{169}{60}$ = 2.82. Thus, the mean response of the students for Item 21 is slightly unfavorable.

If the second method of scoring is chosen, there are three steps for obtaining a subscale mean score. The first two steps are the same as A and B above. Step C is to find the average item mean score for the items on the subscales. To find the subscale mean take the average of all item mean scores for the items on the subscale.

A list of the subscales and their corresponding items appear in Table 1.

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The interpretation of the subscale mean is made on the same scale as the item mean:

5 = Very favorable
4 = Favorable
3 = Neutral
2 = Unfavorable
1 = Very unfavorable

TABLE 1. SUBSCALES OF THE *STUDENT OPINION INVENTORY* AND THEIR CORRESPONDING ITEM NUMBERS

Subscale	*Item Number*
Student-Teacher	6, 7, 8, 9, 10, 11, 12
Student-Counselor	13, 14, 15, 16, 17
Student-Administration	18, 19, 20, 21, 22, 23
Student-Student	24, 25, 26, 27, 28
Student-Curriculum and Instruction	24, 25, 26, 27, 28
Student-Participation	1, 2, 3, 4, 5
Student-School Image	29, 30, 31, 32, 33, 34

Example: If a subscale mean for the Student-Counselor subscale is desired, the item means for items 13, 14, 15, 16, and 17 are computed and then summed. The subscale mean is then the sum of the item means divided by the number of items on the subscale.

Item	*Mean*
13	3.46
14	4.12
15	2.97
16	3.14
17	3.87
	17.56

$$\text{Subscale mean} = \frac{17.56}{5} = 3.51$$

Thus, the mean response of the students to the Student-Counselor subscale is somewhat favorable. Since the Student-Counselor subscale measures helpfulness of the counselors to the students, the students are somewhat favorable in their attitude toward the helpfulness of their counselors.

Presently norms for further interpretation of subscale scores are not finalized.

To have the responses machine-scored for interpretation of subscales, one must specify:

(1) a mean is desired for a subscale.
(2) which items belong on the particular subscale (Table 1).
(3) the category values (A = 5, etc., given above).
(4) blanks or non-responses are to be disregarded.

If very few responses are omitted for each item, there is little problem in interpreting mean responses for items or subscales. If, however, there are many non-responses for any one item, that item would be overweighted in determining the subscale mean. In such an instance use the following procedure:

The first two steps to get the subscale mean are the same as steps A and B as outlined above in obtaining item means. Steps C and D involve finding the subscale mean (weighted average item score) for the items on the subscales. To find the subscale mean the two additional steps are:

C. List the item mean and number of responses per item for each item on the subscale.
D. Compute the subscale mean by multiplying the item mean times the number of responses per item, adding these products and then dividing by the total number of responses.

The interpretation of the subscale mean is made on the same scale as the item mean:

5 = Very favorable
4 = Favorable
3 = Neutral
2 = Unfavorable
1 = Very unfavorable

Example: Example for obtaining subscale means where the response to some items is significantly low.

Item	*Mean*	*Number of Responses*	*Product*
13	3.46	60	207.60
14	4.12	55	226.60
15	2.97	50	148.50
16	3.14	60	188.40
17	3.87	59	228.33
		291	999.43

$$\text{Subscale mean} = \frac{999.43}{291} = 3.43$$

Thus, the mean response of the students to the Student-Counselor subscale is somewhat favorable. Since the Student-Counselor subscale measures helpfulness of the counselors to the students, the students are somewhat favorable in their attitude toward the helpfulness of their counselors.

There is no scoring of the open-end Part B questions; they are used for problem identification and diagnostic purposes. To facilitate the interpretation of open-end questions, it often helps if the students' responses can be categorized for each open-end question.

RELIABILITY

Coefficient alpha reliability coefficients of internal consistency are given in Table 2 for the seven subscales. No test-retest reliability coefficients have been established. The reliability coefficients are based on the responses of 1,157 secondary students during February, 1973, for 43 high schools selected from the entire continental United States membership of the regional accrediting associations.

TABLE 2. RELIABILITIES OF THE *STUDENT OPINION INVENTORY* SUBSCALES

Subscale	*Number of Items*	*Coefficient Alpha*
Student-Teacher	7	.83
Student-Counselor	5	.82
Student-Administration	6	.76
Student-Curriculum and Instruction	5	.75
Student-Participation	5	.69
Student-School Image	6	.78
Total Instrument	34	.91

VALIDITY

In the study of the validity of the Student-Curriculum and Instruction, Student-Participation, Student-Counselor, Student-Teacher, and Student-Administration subscales six corresponding semantic differential subscales were constructed. The semantic differential Student-Participation and Student-Curriculum and Instruction subscales were constructed to measure the same concepts as the corresponding *Student Opinion Inventory* subscales. The semantic differential Student-Counselor, Student-Teacher, and Student-Administration subscales were constructed to measure how well students liked their counselor, teachers, and administration, respectively. It was expected that the correlation of the Student-Participation and Student-Curriculum and Instruction subscales with their corresponding semantic differential subscales would be positive and significant. It was also predicted that the correlation between the Student-Counselor, Student-Teacher, and Student-Administration subscales with their corresponding semantic differential subscales would be positive, but moderate. Seven selected secondary schools supplied 367 student responses for the validity study. The *Student Opinion Inventory* subscale scores of the 367 secondary students were correlated with the corresponding semantic differential subscales scores. The results are given in Table 3.

The reliabilities of the *Student Opinion Inventory* subscales for the validity study approximated those found for the national sample used in establishing reliability. The Student-Participation and Student-Curriculum and Instruction subscale correlations with the corresponding semantic differential subscales were significant and in the predicted direction. The Student-Counselor, Student-Teacher, and Student-Administration correlations with the corresponding semantic differential subscales were positive but moderate as predicted.

TABLE 3. CORRELATION BETWEEN THE *STUDENT OPINION INVENTORY* AND SEMANTIC DIFFERENTIAL SUBSCALES AND THE RELIABILITY OF THE SUBSCALES

Student Opinion Inventory Subscale	*Reliability*	*Correlation with Semantic Differential Subscale*	*Reliability of Semantic Differential Subscales*
1. Student-Participation	.66	.50	.84
2. Student-Curriculum and Instruction	.75	.59	.78
3. Student-Counselor	.81	.49	.87
4. Student-Teacher	.78	.34	.70
5. Student-Administration	.75	.49	.84

Table 4 presents the intercorrelation of the subscales based on the 367 responses from the validity study.

TABLE 4. INTERCORRELATIONS OF THE *STUDENT OPINION INVENTORY* SUBSCALES

Subscale	*1*	*2*	*3*	*4*	*5*	*6*
1. Student-Teacher						
2. Student-Administration	.51					
3. Student-Participation	.47	.46				
4. Student-School Structure	.42	.47	.48			
5. Student-Curriculum and Instruction	.61	.51	.37	.47		
6. Student-Counselor	.29	.35	.23	.32	.33	

Evaluation should be a stimulating force, leading to definite improvements in the services offered by the school. A careful follow-up study should be made of the data gathered by the *Student Opinion Inventory*, recommendations made, and a schedule of implementation developed. The students of your school have provided you with valuable information—it is now the school's responsibility to act.

STUDENT OPINION INVENTORY

The purpose of this questionnaire is to assist your school in learning more about its instructional program. Your opinions and attitudes are of vital importance in helping your school learn more about itself.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way.

Remember, you will be assisting your school in learning more about itself.

PART A

Directions

Please read each item carefully. Note there are five responses below each item. Select the response which most clearly represents your feelings, and circle the letter immediately to the left of the response selected.

Example: How satisfied are you with your progress in mathematics this year?

A. Very satisfied
(B.) Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

The Student Opinion Inventory, Part A, is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

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STUDENT OPINION INVENTORY

PART A

1. In how many of the student activities that you participate in are the students involved in planning the activity?
   A. All
   B. Many
   C. About half
   D. Few
   E. None

2. In how many of the activities of your school would you feel that you would be accepted?
   A. All
   B. Most
   C. About half
   D. Few
   E. None

3. How many student activities (clubs, parties, plays, athletics, etc.) that you would like to participate in, do you participate in?
   A. All
   B. Most
   C. About half
   D. Few
   E. None

4. How often do you feel that you "belong" in your school?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

5. How many sponsors of the activities that you participate in seem well suited to the activity?
   A. All
   B. Most
   C. About half
   D. Few
   E. None

6. How many of your teachers seem to care if you learn the subject they teach?
   A. All
   B. Most
   C. About half
   D. Few
   E. None

7. How often do your teachers clearly explain *what* to do on assignments?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

8. How much help do your teachers usually give you with your schoolwork?
   A. All the help I need
   B. Most of the help I need
   C. About half the help I need
   D. A little of the help I need
   E. None of the help I need

9. How many of your teachers make sure you understand what they teach in class?
   A. All
   B. Most
   C. About half
   D. Few
   E. None

10. How often do your teachers clearly explain *how* assignments are to be done?
    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

11. How many of your teachers are willing to give students individual help outside of class time?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

12. How many of your teachers give you enough personal encouragement in your schoolwork?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

13. How much help does your counselor give you in the selection of a college, vocational, or trade school?
    A. All the help I need
    B. Most of the help I need
    C. About half the help I need
    D. Little of the help I need
    E. None of the help I need

14. How much help does your counselor give you in the selection of courses?
    A. All the help I need
    B. Most of the help I need
    C. About half the help I need
    D. Little of the help I need
    E. None of the help I need

15. In general, are you satisfied or dissatisfied with the way you are treated by your counselor?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

16. How much help does your counselor give you in the selection of a vocation?
    A. All the help I need
    B. Most of the help I need
    C. About half the help I need
    D. Little of the help I need
    E. None of the help I need

17. How much help does your counselor give you in solving your personal problems?
    A. All the help I need
    B. Most of the help I need
    C. About half the help I need
    D. Little of the help I need
    E. None of the help I need

18. If you had a problem or suggestion for the administration, how long would you have to wait to talk to a member of the administration?
    A. I could talk to the administration immediately.
    B. I could talk to the administration within the day.
    C. I could talk to the administration within a week.
    D. I could talk to the administration within a month.
    E. I couldn't talk to the administration at all.

19. In general, are you satisfied or dissatisfied with the way you are treated by the administration?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

20. In general, how often does the administration seem to really care about you as an individual?
    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

21. Are you satisfied or dissatisfied with the way the administration includes the students in making decisions about matters which directly affect the students (dress code, assemblies, etc.)?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

22. How much personal encouragement does the administration give you concerning your schoolwork?
    A. All the encouragement I need
    B. Most of the encouragement I need
    C. About half the encouragement I need
    D. Little of the encouragement I need
    E. None of the encouragement I need

23. Does the administration talk to you as an individual on all occasions?
    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

24. How much of what you are studying do you think will be useful to you in everyday living?
    A. Everything I am studying
    B. Most of what I am studying
    C. About half of what I am studying
    D. Less than half of what I am studying
    E. None of what I am studying

25. In how many of your courses are you satisfied with the methods used to teach the courses?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

26. Regardless of what your grades may be, in how many of your school subjects would you say that you are "learning a lot" this year?
    A. In all my subjects
    B. In most of my subjects
    C. In about half of my subjects
    D. In less than half of my subjects
    E. In none of my subjects

27. How many of the things that you should be learning right now are being taught in your school?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

28. All things considered, how much do you think you are learning from your schoolwork?
    A. All that I can learn
    B. Almost all that I can learn
    C. About half of what I can learn
    D. Somewhat less than I can learn
    E. Considerably less than I can learn

29. In general, how proud or ashamed of your school are you?
    A. I am very proud of my school.
    B. I am proud of my school.
    C. I am neither proud nor ashamed of my school.
    D. I am ashamed of my school.
    E. I am very ashamed of my school.

30. How would you rate "school spirit" at your school? (Consider students support of athletic teams, charity drives, class money-raising projects, etc.)
    A. Excellent
    B. Good
    C. Adequate
    D. Poor
    E. Very poor

31. In general, are you satisfied or dissatisfied with your school?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

32. In general, how well satisfied are you with the variety of the subjects that your school offers?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

33. How satisfied or dissatisfied are you with the variety of student activities that your school offers?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

34. How satisfied are you with the number of student activities that your school offers?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

STUDENT OPINION INVENTORY

The purpose of this questionnaire is to assist your school in learning more about its instructional program. Your opinions and attitudes are of vital importance in helping your school learn more about itself.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way.

Remember, you will be assisting your school in learning more about itself.

PART B

These questions provide you with an opportunity to use your own words in responding. Use the lined space provided in writing your answer to each question.

1. If you think you need more help at school, what kind of help do you need that you are not getting? _____

2. If there are things about your teachers you like or don't like, what are they? _____

3. If there are things about the administration you like or don't like, what are they? _____

4. If you are satisfied with the way pupils in your school treat each other, tell why. _____

5. If there are things that you think you should be learning which are not being taught in your school, tell what they are. _____

The Student Opinion Inventory, Part B, is packaged separately and may be purchased in quantity from the National Study of School Evaluation

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6. If you don't take part in as many activities as you would like, what are the reasons? _____

7. If you feel that some requests or needs for money should be eliminated, tell what they are. _____

8. If there are problems with drugs at your school, why do these problems exist, and what can be done to help solve those problems? _____

9. If violence is a problem at your school, why does this problem exist, and what can be done to help this problem? _____

10. If there are racial problems at your school, explain what they are. _____

11. What do you like least about this school? _____

12. What do you like best about this school? _____